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ABSTRACT

This document presents an annotated bibliography of Cultural Study Center Studies written from 1969 through 1972. The papers annotated deal with such topics as black student enrollment, racial attitudes of whites, black admissions, black and white vocational choices, black student attitudes, attitudes of Danish persons, grade prediction and racial factors, black student attrition, and the importance of social acceptability in the measurement of racial attitudes. (HS)

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CULTURAL STUDY-CENTER

Office of Vice Chancellor for Student Affairs

UNIVERSITY OF MARYLAND

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ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1969 - 1972

ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1972

1-72 Black student enrollment at the University of Maryland, College Park 1968-1971. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The fall 1971 racial census of the University of Maryland, College Park, conducted by the Office of Admissions and Registration (OAR) and the Cultural Study Center (CSC) is reported. The results indicated that black students comprise 4% (*N*=1577) of the fall 1971 total student body enrollment (*N*=35,261). Black undergraduates make up 4% (*N*=1231) of the total undergraduate student body (*N*=27,678) and black graduate students 5% (*N*=346) of the total graduate student body (*N*=7583). Nine percent (*N*=467) of the total new freshmen (*N*=5279) are black. Most of the black undergraduates are enrolled in the College of Arts and Sciences and carry a general major. Also, most of the black undergraduate students are from Baltimore City and most of the black graduate students are from Washington, D.C. More black graduate students are married and carry part-time course loads than black undergraduate students. Black males and females are distributed about evenly among undergraduate and graduate students. Data on other minority groups are also reported.

2-72 Differences in racial attitudes of white males and females. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The attitudes of 1114 white university students toward blacks were compared by sex, using the Situational Attitude Scale (SAS). Results of 2 way analyses of variance indicated that whites generally respond negatively to blacks in most situations except those removed from close personal contact. White females tend to react negatively to situations where potential fear of physical harm or sexual contact is involved (e.g., man raped woman; man selling magazines at your door in the evening; passing a corner of loitering men) and particularly negatively to blacks in the rape situation. The supposed extra-ordinary sexuality of blacks and particularly feelings surrounding sexual relations between white women and black men have been considered by a number of writers to be at the basis of race relations in the United States. The writers conclude that the answer to the question "What are the attitudes of whites toward blacks?" seems to depend greatly on the context in which the question is asked and to some extent on the sex of the respondent.

3-72 Black and other minority admissions to large universities: Three year national trends. (William E. Sedlacek, Glenwood C. Brooks, Jr., and Lester A. Mindus)

A national survey of the minority student admissions policies and practices of large, primarily white universities was conducted for the third consecutive year. Returns were received from 109 of 110 (99%) of the admissions officers at institutions surveyed. Three year trends which have emerged indicate that black freshman enrollment has leveled off to 4% in 1970 and 1971 after a rise from 3% in 1969. Information from other studies indicates that black freshman enrollment in all types of institutions (four year colleges, community colleges, etc.) is down from 9% in 1970 to 6% in 1971. Thus despite the apparent intentions of many colleges and universities, fewer blacks are entering college. Universities continued to employ a variety of admissions criteria for all students although 80% employ high school record and standardized tests alone. Special programs for black and other minority students existed at 60% of the schools in 1971 compared to 52% in 1970 and 48% in 1969. Evidence of some concern for minorities other than blacks was provided in that 25% of the schools with special programs had some American Indians or Spanish Surname students enrolled. However, the writers stress that results, not intentions, are the yardstick of change. Currently the record of institutions of higher education in the U.S. is poor.

ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1971

1-71 Race as an experimenter effect in racial attitude measurement. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

In all previous studies measuring the attitudes of whites toward blacks with the Situational Attitude Scale (SAS), Sedlacek and Brooks have used white administrators. This study examined the effects of the race of the experimenter on the obtained SAS results. The study found no measurable effects attributable to this variable. Subjects responded very similarly to subjects in earlier administrations of the instrument. The findings indicated that the contextual situations provided by the SAS were very difficult for the subject to ignore and he tended to make a racial response regardless of the term used to denote race, experimenter race or other extraneous variables.

2-71 Racial attitudes, authoritarianism and dogmatism among university students. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

As campuses become increasingly multiracial the attitudes of students toward one another become increasingly important. The purpose of this study was to explore the relationship among racial attitudes, authoritarianism and dogmatism in white university students. Form B of the Situational Attitude Scale (SAS) and the *D* and *F* scales were administered to 233 prospective freshmen about to enter the University of Maryland. Scores were intercorrelated to determine the relationship among student attitudes. Results indicated that whites holding negative attitudes toward blacks also tended to be more dogmatic and authoritarian than whites with more positive attitudes. Other studies done at Maryland have reported similar racial attitudes for freshmen and seniors. The writers conclude that if an institution is committed to preparing people to live and work in the larger society, providing for positive intercultural experiences on campus would seem to be a necessary and appropriate function. Required courses on race relations and support of student and faculty programs by the administration were suggested as vehicles of change.

3-71 Black admissions to large universities: Are things changing? (William E. Sedlacek, Glenwood C. Brooks, Jr. and Joseph L. Horowitz)

A national survey of black admissions to large, predominantly white universities indicates that the median percent of black freshmen in these schools has gone from 3% in 1969 to 4% in 1970. Additionally, more schools are using recommendations, extracurricular activities and interviews, and less are using standardized tests and high school grades alone as predictors for all students, including blacks. There was almost no change in the number of schools employing open admissions (10% in 1969 and 12% in 1970). Results of current research, and issues in predicting black student success are discussed.

4-71 Black student enrollment at the University of Maryland, College Park 1969-70 and 1970-71. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarized the methodology, results, advantages and disadvantages of the fall 1970 racial census conducted jointly by the Office of Admissions and Registration and the Cultural Study Center of the University of Maryland. The results indicated that 1285 (i.e., 944 undergraduate and 341 graduate) black students enrolled for the fall 1970 semester, an increase of 79% over 1969 (*N*=718) black student enrollment. Black students comprised only 4% of the 1970-71 total student body, and half of the black undergraduates (53%, *N*=504) were freshmen of which 77% (*N*=386) were new to the University. New black freshman enrollment was 7% of all new freshmen (*N*=5160) as compared with a median of 8% for other large, predominantly white institutions in the Middle States region. Nationally, new black freshmen comprise 4% of all new freshmen in large, predominantly white institutions and 9% when black institutions are included. Ninety-one percent of all black undergraduates were full-time students whereas more than half of the black graduate students (57%, *N*=175) were part-time. The departments which show highest numbers of black undergraduates pursuing study were General (207), Business Organization and Administration (70), Elementary Education (32), Psychology (30), Sociology (27), and Electrical Engineering (19). The main advantages of maintaining confidential data were related to research purposes. One disadvantage cited was the remote possibility of a subpoena of records.

5-71 Choice of racial referent as a variable in racial attitude measurement. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The purposes of this study were (a) to provide further validity evidence for the SAS by replicating the original study on another group, (b) to determine the effect of the other racial referents on attitudes ("white" and "Negro"), and (c) to determine the effect of having subjects aware that race is a component in the study. The same SAS social and personal situations and items used in Sedlacek and Brooks' earlier studies were used in the current study. Four forms, neutral (A1), black (B1), white (A2) and Negro (B2) were administered to a sample (*N*=653) of prospective University of Maryland students attending a summer orientation program during a week selected at random. The results of this current study closely paralleled Sedlacek and Brooks' original study; i.e., whites generally respond more negatively to blacks in a situation than if race were not mentioned. The results also show subjects did not differentiate between no reference to race and mentioning white or between blacks and Negroes in situations.

6-71 Black and white vocational interests on Holland's Self Directed Search (SDS) (Ronald L. Kimball, William E. Sedlacek and Glenwood C. Brooks, Jr.)

There was some initial concern that Holland's Self Directed Search for Educational and Vocational Planning (SDS) was inappropriate to use with blacks since it may steer them toward more Realistic occupations not requiring a college education. The purpose of the study was to compare the pattern of vocational planning choices for black and white students and to determine student satisfaction with SDS results. The SDS was administered to 143 blacks during freshman orientation and their results were compared to a random sample of whites. Results indicated that blacks tended to choose Social occupations more often, compared to more Realistic and Investigative choices by whites. That blacks tend to seek social service occupations has been demonstrated in several other studies. There were no differences in satisfaction with SDS results between blacks and whites. Implications for counseling blacks were discussed and the study concluded that the SDS was equally appropriate for blacks or whites.

7-71 Racial attitudes of white university freshmen. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

As our universities and colleges become increasingly multiracial, the attitudes of students of different races toward one another are becoming of primary importance. The purpose of this study was to assess the attitudes of white entering freshmen toward blacks at the University of Maryland. The Situational Attitude Scale (SAS) was administered to 470 white freshmen attending summer orientation. The results clearly indicate that white incoming freshmen have generally negative attitudes toward blacks. Combined with results of earlier studies by Sedlacek and Brooks and others on upperclassmen at the University there is a clear negative attitude toward blacks among all whites studied. The implications of these findings for University planning and policy making are discussed. These include at least one required course in interracial and intercultural relations, seminars and race related programs sponsored by academic and student affairs offices, as well as money for student and faculty initiated programs and race related research programs. There is a great deal that can and should be done to minimize the potential for racial friction which exists on campus.

8-71 Black student attitudes toward a predominantly white university. (William E. Sedlacek, Glenwood C. Brooks, Jr., and Michele H. Herman)

Responses of 635 (67%) full time black undergraduates to the University Student Census were reported and discussed. Results indicated that blacks most strongly agreed that the University should provide a telephone crisis service (item 8), a drug counseling service (item 10), contraceptive and abortion information (item 7), Student Advisory Boards (item 4) and a legal counseling service (item 9). They also felt strongly that the University should recruit blacks (item 19) and that the campus needed some good leadership (item 15). Blacks felt that they did not have ample opportunity to participate in policy making (item 23), and lacked channels to express complaints (item 25). They also felt that the faculty advisors and teaching faculty cared more about students than did administrators (items 20, 21 and 27). Additionally, of the students who were at the University the previous year most became well acquainted with at least one teacher with the median being two (item 30A). Blacks were generally not in favor of Saturday (item 16) or late afternoon and evening classes (item 27).

Blacks attended the University because it was conveniently located, or offered the kind of program they wanted. Only 5% indicated they mainly came because of their high school counselor. The problems of institutional racism in relation to high school counselors were discussed. Blacks felt studying and earning satisfactory grades were their most difficult adjustments to college. A majority of blacks (56%) felt that the racist practices or image of the University prevented more blacks from attending. Previous studies have indicated that blacks who see more racism at the University are more likely to be realistic, independent and adaptable to their environment. It was suggested that bringing more blacks to the campus is a partial but necessary step toward making the campus a more comfortable place for black students. Ways the University could eliminate racism were briefly discussed.

9-71 Measuring prejudicial attitudes in a situational context: A report on a Danish experiment. (Ernest A. Chaples, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The purpose of this study was to examine the attitudes of white Danish university students toward blacks and Mediterranean foreign workers ("sydlandsk fremmedarbejder"). The Situational Attitude Scale (SAS) was translated into Danish Forms A (no reference to race), B (black) and C (Mediterranean foreign worker) and administered to 274 white students at Copenhagen and Aarhus Universities. Results of analyses of variance and Sheffé post hoc comparisons indicated that white Danes were consistently pro-black but had strong negative feelings toward Mediterranean foreign workers. In fact, Danes viewed Mediterranean foreign workers much as whites from the United States view blacks.

The implications for public policy in Denmark were discussed as was the appropriateness of the SAS methodology in assessing racial and ethnic attitudes across cultures.

10-71 A cross-cultural comparison of Danish and U.S. racial attitudes. (Glenwood C. Brooks, Jr., William E. Sedlacek and Ernest A. Chaples)

Whether there are real differences between attitudes of Danes and Americans toward outgroups or whether publicity and public relations have created the stereotype of each country has not been shown. An outgroup is referred to as a group receiving prejudice and discrimination. If there are basic differences in attitudes toward outgroups in Denmark and the U.S., the nature of these differences may help us to understand just how general the concept of attitudes toward outgroups really is. The purpose of this study was to compare Danish and U.S. attitudes toward outgroups in a controlled study. The results of the study, using analysis of variance, indicated that white subjects, whether Danish or American, generally hold negative attitudes toward culturally relevant outgroups, but Danes did not feel quite as negative toward mediterraneans as Americans did toward blacks. The results support the generalizability of the concept of the culturally relevant outgroup.

11-71 Problems in measuring racial attitudes: An experimental approach. (William E. Sedlacek, Glenwood C. Brooks, Jr., and Ernest A. Chaples)

Problems in measuring the attitudes of whites toward blacks have included: (1) Lack of contemporary content in existing measures, (2) Difficulty of determining scale validity, (3) The strong social reinforcement for being "tolerant" toward blacks makes assessing "true" racial attitudes more difficult. The Situational Attitude Scale (SAS) was developed to reduce or eliminate these problems. The SAS consists of 100 semantic differential items that relate to one of 10 social or personal situations. Two forms of the SAS were developed. Each contains the same situations, items and instructions except the word "black" was inserted into the situations in Form B. When the SAS is administered to white subjects randomly assigned either form, more negative responses occur to Form B. This indicates that whites have generally negative attitudes toward blacks. This result has been obtained on several independent samples including the one employed in this study. It was suggested that the SAS methodology could be extended to many situations in attitude measurement where the investigator wishes to examine the experimental effects of one or more variables.

ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1970

1-70 College admissions and the black student: Results of a national survey. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study reports the results of a nationwide survey of large institutions of higher education on the question of admission policies for black students. Eighty-seven institutions (90% of sample) responded to the survey. Major findings were that few blacks (3% of 1969 entering freshmen) are entering large, primarily white universities. While many schools have established special programs for blacks, the admissions criteria used are still very traditional. The authors propose in the study that research on black admissions should involve novel approaches to developing admissions predictors and criteria for blacks such as variables like positive self concept and low conformity.

2-70 The validity of academic predictors for black and white students at the University of Maryland. (C. Michael Pfeifer, Jr. and William E. Sedlacek)

The study examined the validity of the Predictive Index currently used for admissions purposes by the University of Maryland. Results indicated that the Predictive Index worked as well for blacks as for whites. The writers caution against artifacts in the interpretation of results, noting that since only those blacks who decided to come to the University and stayed in school for a full year were studied, one does not know how well the Predictive Index works for other blacks with the ability to do college work. Furthermore, for the sample studied, SAT's were correlated with grades about as highly for whites as blacks, although high school grades were not a valid predictor for black males.

3-70 Non-intellectual correlates of black and white student grades at the University of Maryland. (C. Michael Pfeifer, Jr. and William E. Sedlacek)

The purpose of the study was to investigate non-intellectual variables that may be related to black student performance at the University of Maryland. Certain personality scales on the Holland Vocational Preference Inventory and the California Personality Inventory were found to be related to grade point average for both black and white students. Membership in an honor society and participation in student government in high school were significantly related to grade point average for blacks. In addition, five items on the University Student Census (USC) were found significantly related to grades for blacks and seven USC items were related for white students. The authors caution against overinterpretation of their findings and note that they attempted only to identify potential variables which must be studied further for reliability.

4-70 Non-intellectual correlates of black student attrition. (Anthony C. DiCesare, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study compared black undergraduates at the University of Maryland who did not return for spring semester with black students who registered for both terms on 29 demographic and attitudinal items on the 1969 University Student Census (USC). Thirteen percent of black undergraduates did not return, compared with 15% of all undergraduates. Results indicated that blacks who returned to the University for the second semester have more self-confidence and higher expectations than non-returnees. The returning students also felt more strongly that the University should influence social conditions in the state, saw more racism at the University and were more likely to live on campus and make use of its facilities than were non-returning blacks. In short, the authors noted that it appeared that blacks who stayed had a strong self-concept and took a more realistic view of their surroundings than non-returning blacks.

5-70 Characteristics of black undergraduate students at the University of Maryland, College Park, 1969-70. (Peter W. Van Arsdale, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study summarized responses of a large sample of black students to the 1969 University Student Census (USC). The data showed that black undergraduates were concerned with essentially the same academic problems as non-blacks but that they tended to set their academic and vocational goals earlier and more firmly than non-black students. Black students resembled non-blacks on most items though more black students seemed to feel that university administrators did not really care about students. In comparing the black student 1969 USC data to that of the previous year, the authors found that the percentage of black students holding part-time jobs had increased significantly and that financial problems were seen as decreasingly likely to cause black students to withdraw from the University. The study also found that a large majority of black students lived with their parents or guardians or in University dormitories.

6-70 Differences in black student perceptions of the communication structure in a predominantly white university. (Peter W. Van Arsdale, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study analyzed selected responses of black students to the 1969 University Student Census (USC). The items studied dealt with student perceptions of the university-student communication structure and its effectiveness. Black freshman and blacks with low grades were found to view the communication structure more favorably than black seniors or blacks with high grades. No significant differences were found in the perceptions of black males and black females. The authors gave several possible explanations for the differences found and recommended that a series of studies on black perceptions of communication structures be undertaken.

7-70 The measurement of attitudes of whites toward blacks with certain beliefs. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

In earlier research Sedlacek and Brooks provided evidence for the validity of a measure of attitudes of whites toward blacks. In developing the Situational Attitude Scale (SAS) one of their major methodological points was that an appropriate measure of racial attitudes would provide a racial context to make difficult the psychological withdrawal from the measure. One question unanswered by Sedlacek and Brooks' previous research was whether the particular method employed in the SAS caused the results or whether the SAS really measured racial attitudes. The purpose of this study was to determine the effect of beliefs rather than contextual situations on the attitudes of whites toward blacks. Results indicated that whites tended to respond in the same way to a person holding a belief regardless of whether the person was black. These results caused the authors to conclude that their earlier premise that a non-racially related belief provides a way for subjects to ignore race in responding appears plausible. These results support Sedlacek and Brooks in their criticism of Rokeach and others who feel that belief in an issue, not race, determines the attitude of one person toward another.

8-70 The importance of social acceptability in the measurement of racial attitudes. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study dealt with the problem of social acceptability in measuring racial attitudes. It appears that in contemporary society it is less socially acceptable to verbalize prejudices or even admit them to oneself. Sedlacek and Brooks provided evidence in earlier research that measuring racial attitudes in a situational context may avoid this methodological problem. The purpose of this study was to determine whether white university students were aware of any peer group attitudes toward blacks. Subjects were asked to indicate on a 20 item questionnaire how most college students felt about people with certain values rather than to respond with their own feelings. Results indicated that a racist and bigot were rated most negatively. However, when comparable groups of students were given the SAS they responded relatively negatively to blacks, offering evidence that there is a difference between what white students feel are socially acceptable attitudes toward blacks and what the white students actually feel.

ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1969

1-69 Characteristics of black undergraduate students at the University of Maryland, College Park, 1968-69. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarized the responses of a sample of black and non-black undergraduates to the 1968 University Student Census given in the fall of 1968 on the College Park campus of the University of Maryland. According to the report, black undergraduates were more concerned with studying efficiently and earning satisfactory grades than were non-blacks. Blacks were also more certain of their career goals than non-blacks, but the blacks felt a greater need for educational counseling. Blacks considered financial problems as the most likely reason that they might have to drop out of college. Fewer blacks owned cars and more lived on campus than non-blacks, and blacks expressed more interest than non-blacks in student organizations other than fraternities and sororities.

2-69 General attitudes of undergraduates toward black students at the University of Maryland, College Park (Fall, 1969). (Anne Collins, Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarizes responses of University of Maryland undergraduates on selected items of the 1969 University Student Census. Undergraduates were split almost evenly on the question of whether the University should actively recruit black students. Twenty-three percent of all students felt that the main reason there were so few blacks at the University was that blacks prefer to go to black colleges, while another 23% felt the University's "racist practices" or "racist image" discouraged blacks from attending. Over half of all undergraduates felt the University should use its influence to improve social conditions in the state. The report also contains data on student views of how the state can improve higher education for blacks.